

Timbertree Academy Accessibility Policy

At Timbertree Academy we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Timbertree Academy promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

AIMS:

- To increase the extent to which pupils with a disability can participate in the curriculum
- To improve the physical environment of the school to enable pupils and families with disabilities to take better advantage of the facilities and services provided.
- To improve the availability of accessible written information

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Whole staff training will recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

Legislative Compliance

This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

Definition of Disability:

Under the Equality Act, 2010, you are classed as disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.



The purpose and direction of the school's plan: vision and values

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

We provide all pupils with a broad and balanced curriculum, which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum.

Drawing up an action plan:

The 3 areas to be considered in this plan are:

a) Improving Education and related activities

The school will continue to seek the advice of LEA services, such as professionals from Inclusion Support, and of appropriate health and well-being professionals from the local NHS Trusts.

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) Improving the provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Education and related activities:

The school will continue to seek and follow the advice of appropriate specialists.

The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.



Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Provision of Information:

The school will make itself aware of local services, including those provided through the LEA and Academy Group, for providing information in alternative formats when required or requested.

The school currently has an average of 21% of pupils on the SEND register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties, including Speech, Language and Communication difficulties, social, emotional and mental health needs and medical needs, such as allergies and specific medical needs. Currently, the school does not have any child, parent or staff member who uses a wheelchair.

The school has physical access to the main entrance and there are disabled toilet facilities. Pathways of travel around the school site and parking arrangements are safe. School fences are closed during the school day to prevent vehicles entering the site. All play areas are fenced off from the car park.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise. Pupils/staff with additional specific needs have personal evacuation plans (PEEPs) in place. These are reviewed annually.

Furniture and equipment are selected as standard, age related as appropriate. Adjustable tables and chairs will be made available in school if required. Where further specialist furniture is needed, this is sought with support from agencies and Inclusion Support.

All pupils are encouraged to take full part in all areas of the curriculum. Pupils with disabilities are included in drama productions, music, PE and assemblies.

School visits, including residential visits, are made accessible to all children, irrespective of attainment or impairment.

Teachers and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TAs to address pupil Individual Provision Map targets and liaise with specialist and support services.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given either overlays, printed copies of texts enlarged / provided with an iPad to zoom in on text and images, or information is written down for them.

We have a clear policy on the administration of medicines with trained staff. There is a register of children with medical needs, and children with specific or complex needs have individual care plans in place, which are reviewed annually. Lists of these children are available for staff in the staffroom and in the medical folder in the main office. Information regarding these children is passed on to lunchtime supervisor and included in order to inform visiting teachers.

Epi-pens and inhalers are always taken on visits and trips out of school. Staff trained in first aid accompany all trips and special arrangements for children who require them, are made clear and explicit on the risk assessments. Copies of care plans are included as part of the trip/visit documentation.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The SENDCo has an overview of the needs of disabled pupils
- There are high expectations
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the school
- The school works together with partner schools as required
- Disabled pupils have access to extra-curricular activities
- The school environment meets the needs of all pupil

2021-2024 Action Plan

	Objectives	Action			Timescale	Monitoring Method: Who? How?
		How	Who	Resources		
Section 1: How does school deliver the curriculum? (Educational Provision)						
	To be aware of the access needs of any disabled children, staff, governors and parents, carers	Annual reminder to parents, carers through newsletter to let us know if they have problems with accessing areas of school.	Head Teacher Office Staff	As required	On-going monitoring	Head Teacher
	To ensure that curriculum planning takes into account all pupil needs and ensures access to learning resulting in high pupil outcomes	Any adjustments in curriculum planning to be included as part of termly planning. Monitoring of curriculum planning/books.	Lead for Wider Curriculum Subject Leaders	Monitoring time	Termly	SLT

	Ensure that all pupils are able to access instructions / information during all aspects of school life.	Observations of children with additional needs. Conversations with children and parents. Planning and design of classrooms with these children in mind. Inclusive environments with visuals to reinforce learning.	SENDCo Class Teachers 1:1 TAs CCAT	Resources to be produced Ipads Now/Next boards Visual Timetables Teacher visuals PECS	On-going	SENDCo Head Teacher
	To ensure all school visits and trips are accessible to all pupils.	Ensure risk assessments include reasonable adjustments. Ensure staffing is available to provide appropriate levels of support.	Class teachers Group Leader EVC	Appropriate training, as required, to ensure staff are confident in planning activities which are accessible	On-going	Head Teacher LGB
	To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEND.	Update SEND Policy and SEND Information Report annually.	SENDCo	Staff training costs	Ongoing – needs identified via annual CPD calendar and	Head Teacher SLT

		School to seek advice from experts.			appraisal process	
	Audit the representation of disabled people in books, the environment and teaching materials.	Ensure there is a range of diversity books, with a focus on those with a range of disabilities.	SENDCo Reading Leads	Time	Ongoing – Monitor new books when bought	SLT
Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)						
	Improve access for pupils who may experience difficulty moving around the school.	Ensure care plans are in place to support all pupils with mobility difficulties. Check interior & exterior lighting is working on a regular basis. Stair lifts to be fit in KS2 internal entrance to access the hall if required.	Head Teacher Site Manager Building Contractor	Accessibility and Care Plan Planning time for SENDCo Maintenance budget	On-going Daily/weekly/monthly site checks	Governors – Health & Safety walks Head Teacher
	Raise awareness of mobility issues in classrooms, e.g. position of furniture and free flow around space.	Observations of children with additional needs Conversations with children and parents.	Parents School Staff School Leadership	SEND budget Maintenance budget	On-going	Governors - Health and Safety walks SENCo

		Planning of layout of classrooms with these children in mind.				
	To ensure all disabled people can be safely evacuated in an emergency.	Ensure there is a personal emergency evacuation plan for all disabled pupils Ensure all staff are aware of their responsibilities in evacuation – as outlined in Emergency Plan. Ensure that all fire exits are clear and that exit routes are appropriately accessible	SENCO to create individual plans with class teachers/support staff Head Teacher to distribute Emergency Plan on an annual basis. Site Manager/Head Teacher to monitor on an on-going basis	Planning time for SENCO Staff training	Personal plans reviewed annually or more frequently if pupil needs change Annual update of Emergency Plan On-going	Head Teacher Health & Safety Link Governor Monitor through fire drills/logs
Section 3: How does school deliver materials in other formats? (Provision of Information)						
	Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in unassuming English. School office will support and help	Head Teacher SLT Class Teachers EAL Co-ordinator IT Technician	Time	On-going	Head Teacher Parents

		<p>parents to access information and complete school forms.</p> <p>Ensure all documents that are accessible via the school website can be accessed by the visually impaired.</p> <p>Consider producing parent letters in home languages/large print etc.</p> <p>Consider moving to an online forum to communicate with parents.</p>				
	<p>Annual review /parental meeting-information to be as accessible as possible</p>	<p>Child friendly IPMs/targets.</p> <p>Offer someone to attend the meeting with them.</p> <p>Access to translators, sign language interpreters to be considered and offered if possible.</p>	<p>SENDCo</p> <p>Class Teachers</p>	<p>Cost of interpreter/translat or</p> <p>Support from LEA</p>	<p>On-going</p>	<p>Head Teacher</p> <p>Parents</p> <p>Inclusion Support Staff</p>

		SENDCo to support the completion of any forms.				
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Timbertree Academy Accessibility Plan 2021-2024

Purpose of the Plan

The purpose of this plan is to show how Timbertree Academy intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Timbertree Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. The school is committed to removing these barriers as part of its vision of an inclusive school.

The school has been successful in completing the following priorities for physical improvements to increase access: -

- The main school entrance is clearly distinguishable from the main walkway into the building
- The main doors to the building are wide enough for all users with enough space alongside the leading edge for a wheelchair user to open the door while clear of the door swing
- The Entrance has a level threshold

- There is barrier matting in the main entrance which is flush with the floor
- The main entrance doors are glazed and people either standing or seated in a wheelchair would be visible to each other on either side of the doors
- The intercom is accessible for wheelchair users
- There are three points of access via a ramp for access by wheelchairs
- The surface of the ramps are slip-resistant
- There are handrails on the rear entrance to the playground
- There is a disabled toilet situated in the EYFS area.
- There is a parking bay marked on the school car park designated for disabled visitors/parents
- A ramp is placed outside of the classrooms from the playground for wheelchair access
- Corridors are kept clear from obstructions at all times

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Health and Safety Policy
- SEND Policy
- School Improvement Plan

The Accessibility Plan will be published on the school website and will be monitored through Governing Body Committees and reported to the Full Governing Body.

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